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AND TO THE

PHILOSOPHY OF EDUCATION.

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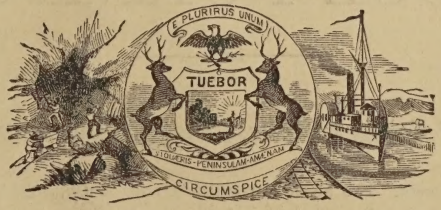

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The Michigan Teacher.

Vol. III.—YPSILANTI, FEBRUARY, 1868.—No. 2.

The Study of Anglo-Saxon.

BY PRES. T. C. ABBOT.

ONE reason for studying a language is to get at the literature and knowledge it contains. There is, as all who read DeQuincey may find fully defined, in his article on "Pope," a literature of knowledge, and a literature of power. Works of the first kind tend to further the progress of men in knowledge, and are afterwards superceded by works containing the results of later investigations. The Anglo-Saxon has no literature of knowledge for the general reader, unless as he seeks it in the history of opinions, a completer understanding of past times, or the study of language itself. But, on the other hand, so neither has the Greek. Once it had. When the fall of Constantinople, in 1445, scattered its exiles through Western Europe, they brought with them the works of Aristotle, Plato, Demosthenes, Thucidides, and others. These were then a literature of knowledge as well as of power, and rendered much aid to that revival of learning with which Florence was beginning to illumine the so-called middle ages, in which, intellectually, was

"No light, but rather darkness visible."

For a long time the Latin was the language in which to read literature of knowledge. Newton's *Principia* and Bacon's *Novum Organum* were written in that language. So were

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works of science, and of history, generally. The Latin was then indispensable to an education, in a sense in which it no longer is. The English language now contains a literature of knowledge every way surpassing all that a knowledge of many tongues could furnish a hundred years ago. And when we wish to add to this wealth of English books, to study science, history, modern arts, we go no longer to Greek and Latin books, but to French and German ones.

A language may be studied for its literature of power. Such literature is indeed, to a great degree incapable of translation from one language to another. The Bible, in English, is perhaps an exception. The beauty and simplicity of our English version, and even its rhythm, compares very favorably with the original. It is said, no other language possesses a version of so much power. But who has transferred to English the simple energy of HOMER, the sweet majesty of VIRGIL, or the inimitable grace of SOPHOCLES and HORACE?

It is but fair to say, to any one who proposes to study the Anglo-Saxon, that a genuine literature of power is almost unknown in it. Greek, Latin, French, German, nearly all modern languages, even the old Icelandic, far surpass the Anglo-Saxon tongue in the literary value of their works. He who turns from the English to it, turns from the richest of all literary fields to one of the most barren. For no literature exceeds the English. HOMER and PINDAR never rise to the sublime heights of "Paradise Lost," nor do the Greek or Latin languages furnish us pastorals to compare with "Comus," nor an elegy to compete in beauty with "Lycidas." And what of their dramatic writers would they not give for our SHAKSPEARE, that "myriad-minded man!" No department of literature can be named in which the English language falls much short of rivaling the best that the Greek and Latin tongues possess, while the number and variety of English works of high excellence sets all competition of the dead languages at naught.

The Anglo-Saxon is by no means devoid of interest. Its poetry, especially the *Beowulf*, has considerable intrinsic merit. But the literature was mostly the work of the best and most intelligent men of their times, who had in view the education and

practical advancement of the people. It is a literature contrasting greatly, and much to its own credit, with that of any other people of like advancement, in its high moral aims.

Still, the teacher, like every other reader of literature, should make at once for the very master-pieces of thought and expression. Of course, the teacher's first reading should be that which prepares him for giving instruction in what he teaches. There will be some tired evening or noon hour for the paper, the novel, the magazine, which, however, should be but sparingly indulged in. Then there comes literature of knowledge, in which the teacher should seize upon the best and most authoritative works. If, for example, he teaches Mathematics, let him, after mastering one work on Geometry, or Algebra, leave all comparison of different authors and methods in the study, and hasten at once to the Calculus; because when he descends from that branch to the review of lower branches, he brings a widened vision to bear on all the applications of Mathematics.

So in literature of power,—the reader should acquaint himself with its highest and best. If the reader does not like BACON, and BURKE, and SHAKSPEARE, and MILTON, he ought to do so, and should force himself to do so. In history, in philosophy, it is a loss of time to take books made easy to an unthinking, undisciplined mind. We should certainly aim at the highest, and insist upon having such a taste and such a discipline as shall make such best works our pleasant mental food. Intrinsically, as literature, the Anglo-Saxon is not worth very much, and this is the greatest drawback to the study of it. There are respects, however, in which a knowledge of it is worth much.

There are some reasons for the study of Anglo-Saxon which do not apply to it alone. The comparison of another language with our own presents language itself in a new light. English is our mother-tongue. Acquired in early years, and used without consciousness of effort, it seems to him who knows no other tongue, to be the necessary means of speech. His idea of foreign languages is simply that every English word, and phrase, and etymological and syntactical form has its exact equivalent in them. It is important to a general education that this notion should be destroyed, and that languages should appear to be a

sort of organic structure, differing from one another, with the climate and habits and historical antecedents of each people. For purposes of such instruction the Anglo-Saxon much exceeds the French in value, although inferior to the German and the classical languages of antiquity.

The consideration just presented does not seem to me to be of slight importance. When we see how language bodies forth the subtlest modifications of thought; how capable it is of rising in majesty, or of being belittled with the moral tone of the nation or age which uses it, we begin to look upon it as something divine. And if we study words historically, and read their "fossil poetry," we shall find in them, even apart from their union into sentences, not only the figurative conceptions of past times, but much of the practical wisdom and moral judgment of mankind. It is worth much pains to invest language with such interest, and make it thus a perpetual source of wondering pleasure, and moral profit. I remember even yet with delight the time when some advance sheets of CROSBY'S Greek Grammar (in times before KUEHNER'S and KENDRICK'S were published), revealed the close conformity of the Greek verb with the logical requirements of thought. What wiser than ARISTOTLE taught the Greeks to indicate their past time with the augment, their completed action with the reduplication, and to join *both* to their pluperfect, so accurately distinguishing, and marking both the time and the state of completion indicated by it? How happens it that the earliest languages exhibit the most complete system of terminal changes, such as one could suppose only the deepest study of logic and of grammar could devise?

To the English scholar, certainly the study of the English language naturally takes precedence of a knowledge of other dialects; but the language is not one whose power becomes known by merely using it. Of course, a general knowledge of it is learned at the fireside. But the language has so many irregularities—derived from the tongues which preceded it, both in its syntax and in the formation of its words—its roots come from so many and so differing elements, that nothing but persistent study can enable us to master its idioms and the full force of its terms.

The Anglo-Saxon is of great importance in such a study. Probably three-fourths of our daily speech, whether in written or spoken works, is derived from it.

The Anglo-Saxon element of the language has been for some years steadily growing in favor. The relative proportion of words derived from it is continually lessening in our dictionaries, owing to the new terms which science is adding to our stock of words. But the proportion of words of Saxon origin upon a page of the standard writers of our day exceeds that of the writers of a century ago. As for the Latin and other elements, they are accretions to the language the genius of which they have been unable to change. Speaking of the English as a composite language, HENRY REED, in his lectures on English Literature, says: "We get perhaps a wrong notion of its being made up by the union of two dialects, the Saxon and the Norman. The truth rather seems to be that the Anglo-Saxon language has displayed the same powers of acquisition as have distinguished the race, and has thus enlarged the domain by conquest, and appropriation, and annexation, retaining, however, vitally, its essential Teutonic character." Nevertheless, as Mr. MARSH says, in his lectures on the English Language, p. 9, our language seems to have "lost its original organic law of progress, and its present growth is by accretion, not by development."

It may be well, just here, to ask how the study of Anglo-Saxon is to aid in the understanding of the English language. The study of it is not the most direct means to a mastery of English in speaking and writing. Nothing can help to this so quickly and so accurately as the careful study of the best authors, combined with constant practice in writing and speaking. The study of English Grammar, even, is, for the most part, but a feeble means of securing correctness of speech; and a large part of the time employed upon it could be better spent in other studies. Some of the definitions and some of the rules of Grammar are well enough in an early part of a child's course of study, as a preparation for the more full and more careful exercises in writing, and the correction of all errors of speech. But Grammar as a science can be understood only after an acquaintance with logic, and such discipline as that science

affords. The study of the Anglo-Saxon, and the same may be said with equal truth of the Latin, does not afford very much help to the understanding of the present significance of words, nor to the present syntactical constructions of our language. Those indeed who permit the original meaning of words to control their present use, are often guilty of great blunders. We have not heard of any who refuses to put hay or oats into his barn, because the Anglo-Saxon meaning of barn is a place to conceal *barley*, but we have known grave problems in philosophy and theology argued with something of a triumphant air on grounds of the etymological meaning of terms.

But the general scholar, especially the teacher, is not satisfied with the study of English for the sake of its accurate use only. He wishes to know something about it, as being of itself an object of interest.

Suppose the teacher interested in the grammar of our language, and wishing to pursue his investigations beyond the English into the languages from which it is derived. It may be that for securing a general notion of grammar the Latin is superior to the Anglo-Saxon, but it also requires long and tedious study to acquire it. The Anglo-Saxon is comparatively easy. Again, the Latin has had almost no influence upon the grammar of our language. We have some Latin plurals in i, and the French feminine termination in ess, but almost all our inflections and terminal endings are from the Anglo-Saxon. Our possessive, our plurals in s and in en, our comparative and superlative endings, the tense forms, both regular and irregular, and the personal endings of our verbs,—whatever we have of this kind in our grammar, is derived from the fuller forms of the Anglo-Saxon. That language declines its adjectives through two numbers, three genders, and at least five cases, with the regularity of a German adjective. Its personal pronouns have a dual form. It is an interesting, profitable, but somewhat unsatisfying study to pursue these grammatical forms from our language into the Anglo-Saxon. For that, too, was a derivative of several still older dialects, which we have only slender means of studying. The irregular verbs of our language find but meagre explanation in the various classes of several conjugations,

given in the Anglo-Saxon language. The same is true of various other of our irregularities and anomalies. And when we would follow up our knowledge we find no written remains of the languages from which the Anglo-Saxon came, and can only go to related idioms, like the Icelandic and Gothic. Still in this department of grammar a knowledge of the Anglo-Saxon is of essential service.

The syntax of the English is entirely from the Anglo-Saxon. Some of its constructions are like those in Latin, and have sometimes been supposed to come from that language. The Anglo-Saxon has the ablative absolute, the accusative of duration of time, and of measure, the genitive of value, the ablative or dative of means or instrument, its lists of verbs and prepositions under sundry classes that are followed by accusative, genitive, or dative, etc., affording quite a field for grammatical study, and throwing light on the present construction of English sentences.

The history of the signification of English words, which can not be carried on independently of their forms, is an interesting and useful study. COLERIDGE, in his Aids to Reflection, says: "There are cases in which more knowledge of more value may be conveyed by the history of a word, than by the history of a campaign." This remark has been so fully exemplified by Dr. TRENCH, in his two small entertaining volumes, "On the Study of Words," and "English, Past and Present," and by GEORGE P. MARSH, in his "Lectures on the English Language," that it is sufficient to refer to them. They very richly repay perusal.

Between the literature of Saxon times and modern English there is an Old English literature, which the works of CHAUCER alone would make well worthy of study. This middle literature shows the English in its transition state, casting off the grammatical genders of nouns and adjectives, and approaching in its forms our present forms of speech. In the literature of this period one feels much more at home from some acquaintance with the Anglo-Saxon. The early English romances (poetical) cannot well be read without such knowledge, even with the help of so full notes as ELLIS gives in his specimens. Sometimes, even, the colloquial forms that we hear in emigrants from England, find their interpretation in remains of Anglo-Saxon pro-

nunciation lingering among the people. Thus, near Hull, England, the common people do (or lately did) usually call a gate a yat, which is Anglo-Saxon "*geat.*"

There is another source of interest in Anglo-Saxon literature. The Anglo-Saxons were the forefathers of the present English and American people. What more natural than that we should desire to be acquainted with their character, their modes of thought and speech. Now, hardly anything tends to bring a people more fully before the mind than the study of its literature. It helps the imagination to complete a picture of the old times and habits. We are accustomed to hear the Anglo-Saxons spoken of as barbarians. If they were so, they were barbarians who knew how to preserve freedom, and to institute and guard a national council which should really respect and truly reflect the people's will. They were barbarians who, alone of nations of their day, or earlier, bestowed on woman that social standing which she still holds with their descendants. Moreover, they were barbarians who used a language whose copiousness fitted it for all the uses of a high-minded and intelligent people. Theirs was no meager vocabulary. It could present history, poetry and philosophy, and, although a large number of its words have no Saxon representatives in the English, it is found to be no very hard task, even now, to compose a narrative of flowing English, every word of which shall be derived from the Anglo-Saxon tongue. Above all, we are led by the Anglo-Saxon directly to study the times and influence of King ALFRED, of whom MACKINTOSH, in his History of England, remarks, that "in any age or country such a prince would be a prodigy." The King himself was the best prose writer in the language, and his influence it was that gave dignity to the old English tongue, and has helped to preserve to us the most copious record we have of any of the old Teutonic languages.

It remains to give some account of books through which a general knowledge of the language may be acquired.

There is an admirable little "Guide to the Anglo-Saxon Tongue," by E. J. VERNON, published in London. The Etymology is abridged from RASK's Grammar. The book contains copious extracts in prose and verse. It often compares Anglo-

Saxon forms with those of the Dutch, French, German, Old English, Scotch, and other dialects. This book, however, has no vocabulary, and the learner must either make one for himself, or commit every word as he comes to it.

A "Grammar of the Anglo-Saxon Language," by Louis F. Klipstein, was published in New York in 1853 (revised edition). Its Etymology is more full than that of the manual of Vernon. It has no reading lessons. Klipstein, also, is the author of our "Anglo-Saxonica," a selection of extracts from the Anglo-Saxon literature, in two volumes. The first volume is of prose, the second of verse. The notes are instructive and interesting. The books have no vocabulary. Mr. Klipstein also edited the "Anglo-Saxon Gospels." These were all published in New York, by G. P. Putnam, but the Gospels is long since out of print.

It is not unlikely that the Anglo-Saxon Grammar of Professor Shute, lately published by Leypoldt & Holt, containing, I believe, grammar, extracts from Anglo-Saxon literature, and a vocabulary, may be preferable to Vernon, as a manual for beginners, but I have not seen the book.

Bosworth's "Compendious Anglo-Saxon and English Dictionary" could be purchased for $3.00 before the war.

In Bohn's antequarian library there is a "Life of Alfred the Great," by Dr. R. Pauli. The volume contains King Alfred's version of Orosius, in the Anglo-Saxon, with literal translation into English, followed by a glossary and a meagre grammar. But a volume containing poetry also, like Vernon's, would be preferable to one containing prose only.

Secret Societies in Colleges.

A WRITER in the January number of the Teacher tells us that "these organizations had their origin at Union College, in 1825." In this statement, as also in others, the writer is greatly mistaken. I was, in 1818, a member of the United Brothers' Society at Brown University. Its rival was the Philomenian Society. These two societies had been in existence many years. They had accumulated a valuable library each, of over 2,000 volumes. They consisted of choice books,

and were more used than the public library. I was also, in 1823, an honorary member of the Cliosophic Society of Nassau Hall, while connected with the Theological Seminary at Princeton. This society had been, as well as its rival, in existence many years. They, too, had each a large library.

The rivalship of the two at Brown led to untiring efforts to excel. Almost every member of College became a member of one or the other; and their ambition was to have the best scholars, writers and speakers. And this required unceasing effort. We met every Friday afternoon for discussion; so, also, our rival. In my judgment, those societies did more to promote readiness in debate than all else during College life. Each must do his part, and facility in speaking was there acquired. An alumnus, SILAS A. CRANE, D. D., who visited the University at its last commencement, in his comparison of the administration of Dr. MESSER with that of Dr. WAYLAND, laments that those libraries should have been abandoned and scattered. But the breaking up of those societies was one of the measures of the latter. After this, and the adoption of other measures, the classes decreased more than half, and it was not till years after that the College regained its former numbers.

What is said of "bitter contentions and animosities," is, so far as my observation has extended, a mere fancy sketch. So, also, what is said of "their effect on religious sentiment and practice." We had a College Praying Society that met once a week, that rose from about thirty to over sixty. Every member belonged to one or the other of those secret societies. I can now name more than fifty that went forth and entered the ministry. One, who has recently died—truly evangelical, never absent from the prayer meeting—was Dr. CUTLAR, of Brooklyn. The same was true of Nassau Hall. I could give names whose praise has ever been in all the churches.

I have no doubt, there have been cases of perversion. And what is there on earth, that man has ever touched, which has not been perverted? I am aware that it is fashionable, in certain quarters, to decry secret societies, but the world is made up of such, and the foundation of all, the family, is a secret society.

But it was not my purpose to discuss these matters; I therefore close.

JOHN D. PIERCE.

Our Library System.

THE object in view in the preparation and presentation of this paper is, not to give a full and complete consideration of the topic in all its relations to the general work of education, but rather to open the way for a free discussion of the subject by the members of the association.

Each man will judge of the success or failure, of the value or worthlessness, of our present library system, chiefly from the condition of the libraries, and the results wrought out by or through them, upon the field of his own observation.

We may, therefore, by a comparison of the facts which we have gathered, and of the conclusions to which these facts have severally brought us, be able to learn the actual condition of the township and district libraries throughout the State, the aid which they are rendering in instructing and informing either the children or the parents, and the probability of making them more and better than they now are.

As an introduction to this discussion, it may be of service to state briefly what our library system is—the means provided for the formation and increase of the libraries—and the machinery for the preparation and furnishing of books; to which, if time allows, a word may be added indicating some of the ends which should, as I suppose, be kept in view in filling the libraries, and, consequently, to some extent, the kinds of books most appropriate and useful for this purpose.

I. Our library system—what is this, and how created?

Our township and district libraries owe their creation and continued existence—such as that existence is—to a constitutional provision.

In the original Constitution, adopted at the time when Michigan was admitted as a State of the Union, section 4th, under the article Education, reads thus:

"As soon as the circumstances of the State will permit, the Legislature shall provide for the establishment of libraries, one, at least, in each township; and the money which shall be paid by persons as an equivalent for exemption from military duty, and the clear proceeds of all fines assessed in the several counties for any breach of the penal laws, shall be exclusively applied for the support of said libraries."

It ought perhaps to be added that the section, as originally reported by the committee preparing it, provided for the establishment of *district* instead of *township* libraries, and was changed to the form in which it appears, by the casting vote of the President of the constitutional convention.

The first State Superintendent, Rev. JOHN D. PIERCE, appointed by the Legislature on the nomination of the Governor, July 26th, 1836, recommended in his report in the following year the establishment of *district* libraries, and a district tax of $10 for their support, in addition to the funds provided by the constitution for that purpose. This recommendation was repeated in 1839.

During this year it was provided by law that every school district might demand its proper proportion of library money, notwithstanding any informalities in officers' reports, etc.

In 1843, Governor BARRY, in his message, suggested that provision be made for the establishment of *school libraries*, as numerous and extensive as the means devoted to that purpose will permit.

During this year, the primary school law was revised, the *township* library plan was adopted, and $25, from the one mill tax, was set apart for the purchase of books in each township; but when the number of volumes in any township library had reached 200, this sum might, by a vote of the people of a township, be reduced to $10.

In 1844, an act was passed by the Legislature, providing for the more faithful collection of fines and penalties appropriated by the constitution to the libraries.

In 1845, the State Superintendent says that he is "happy to report that the township libraries are generally considered eminently important and useful; that they are rapidly multiplying. The selection of books has been very judicious. For various valuable matter, adapted to readers of all ages, they may be justly esteemed a rich treasure."

An effort made to induce the Legislature to change the law so as to leave the support of the libraries optional with the people, failed.

In 1846, the Governor, in his message, refers to the provisions

of the constitution and laws in regard to township libraries as wise, and states that many valuable libraries had already been established.

During this year, the Superintendent made an effort to secure a more faithful application of monies derived from fines, etc., to the object for which they had been set apart.

In 1847, the State Superintendent reports that in spite of "the constitution and the laws," the monies received from fines, etc., were not applied to the purchase of books for the township libraries. 360 towns received no funds from this source, and only 46 did receive any.

In 1848, it was reported that there were in the State three hundred township libraries containing 43,926 volumes, being an increase over the year 1846 of thirty libraries and 6,938 volumes.

In 1849, the number of libraries reported was three hundred and forty-five, with 58,203 volumes.

The constitution of the State was revised in the year 1850, and the provision in regard to libraries was slightly changed, and reads as follows:

"The Legislature shall also provide for the establishment of at least one library in each township; and all fines assessed and collected in the several counties and townships for any breach of the penal laws, shall be exclusively applied to the support of such libraries."

The revised school laws provided for maintaining *township* libraries in each organized township, and for the care, use and preservation of the same, and enacted that (sec. 116),

"The clear proceeds of all fines for any breach of the penal laws of the State, and for penalties, or upon any recognizances in criminal proceedings, and all equivalents for exemption from military duty—shall be applied to the purchase of books for the township libraries, *and for no other purpose.*"

The selection of books for the libraries was to be made by the inspectors.

In 1857 fifteen townships were reported as having libraries of 700 or more volumes; the largest number reported in any township was 1,166.

Under an act, approved February 15th, 1859, the question was submitted to the several townships of the State at the spring election of that year, of retaining the township library, or dividing this into district libraries. Of the towns reported at

the office of the State Superintendent during that year, 350 voted in favor of district libraries, and 187 in favor of retaining the township library.

The next year, 1860, the Superintendent reported 178 township libraries, and district libraries in 395 townships. The number of district libraries reported was 2,287.

The last annual report (1866) of the State Superintendent gives the number of volumes in the district libraries, 79,594
The number reported in the year 1864, - - - - 96,403
Decrease in two years, - - - - - - 16,809

These figures do not include the books contained in the township libraries, which had not been compiled at the time of printing the report.

According to the report of 1865, there were in the township libraries 58,653 volumes. Supposing this number to have remained the same in 1866, there were at that time in township and district libraries 138,247 volumes.

Such is *our library system*—a mixture of the township and district systems; and it has come into existence and grown up in the manner which has been hastily sketched.

II. THE MEANS PROVIDED FOR THE FORMATION AND INCREASE OF THESE LIBRARIES.

This point has necessarily been touched upon under the first head, and I shall only need here to present a brief summary of the sources from which moneys may be obtained for the purchase of books.

1. The Constitution provides that

"All fines assessed and collected in the several counties and townships for any breach of the penal laws, shall be exclusively applied to the support of such libraries."

2. The general provision of the school law adds to the provision of the Constitution,

"All equivalents for exemption from military duty."

Which claim yields no funds, I presume.

3. Money may be derived from the two-mill tax when specially voted by the township.

Section 107 provides that,

"So much of the same (the two mill tax) as the qualified electors of any township shall decide by a majority vote, at the annual township

meeting, shall be applied to the purchase of books for the district or township libraries."

According to section 172 also, when any district has more money than is necessary to maintain a school during *eight* months in the year, the qualified voters may appropriate the surplus money to the purchase of books for the Library, if they choose so to do.

By an act, approved February 28, 1867, the qualified voters of any district may at any annual meeting raise by tax a sum not exceeding *twen'y cents* for each child between the ages of five and twenty in the district, for the purchase of books for the district library.

These are the sources from which the libraries may be supported and increased.

I need not stop here to discuss, at any considerable length, the reliability of these sources.

It is too well known, to justify even a repetition of the statement, that but a very small part of the moneys assessed and collected for fines, etc., is ever paid over to the proper officers, or if paid over, is ever expended in the purchase of books.

Complaints in regard to this are found in almost all the reports of the State Superintendents, and yet the irregularity has not been corrected. For illustration, in the county of Kalamazoo during the last year, the County Treasurer reports $1,660.90 paid to the different townships, and the reports of the Inspectors show only $175.97 paid out for library books. This county probably does not differ materially, in this respect, from the counties of the State, taken as a whole.

It is true, also, so far as my knowledge extends, that very few townships vote, annually, any portion of the two mill tax for library purposes.

How much will be secured by the provision of 1867, allowing the districts themselves to raise money by tax for the purchase of books, remains to be seen.

III. THE SELECTION AND PURCHASE OF BOOKS FOR THE LIBRARIES.

Until the passage of the law of 1859, providing for district libraries, etc., the whole matter of the selection and purchase of

books for the township libraries, was placed in the hands of the township board of school inspectors.

They received the money, selected, purchased and provided for the preservation, care and use of the books.

Where district libraries exist, these duties, with certain limitations, have been transferred to the district board, and they are made responsible for their performance.

The law provides that,

"The district board shall be held accountable for the proper care and preservation of the district library, and shall have power to provide for the safe keeping of the same, to prescribe the time for taking and returning books, and to assess and collect all fines and penalties for the loss or injury of said books.

"The district board shall appoint a librarian, and determine the place where the library shall be kept, but in all cases in which the library may be properly secured at the district school house, it shall be kept at such school house."

By the act of February, 1859, it was made the duty of the State Board of Education to make a list of books suitable for district and township libraries, to contract for furnishing these books the districts and townships;—and the district or township boards are required to select and purchase books from this list, unless a different order shall be made by the voters of the district or township.

Such are the provisions made for the selection, purchase and preservation of the books in the district and township libraries.

How well these provisions are complied with, it is not necessary here to consider. Most of us know how the books are now selected, purchased and cared for.

I have not allowed myself space or time, in this paper, to discuss the ends which, I think, should be kept in view in filling the libraries, and the kinds of books most appropriate for this purpose.

If time should be found for some oral discussion of the library question, I may take a moment to present one or two ideas upon these points—points which seem to me of vital importance to the prosperity of the libraries, and to their efficiency and usefulness in the work of general education.

Nature of Ratio.

WHAT is the nature of the relation which we call ratio?

Since the occasion of the perception of relation is comparison, and since the idea of the nature which distinguishes one thing from another is likewise conditioned upon the same process, it will be a rational method of procedure in determining the true answer of the question before us, to make and examine the results of a few preliminary comparisons.

Let us inquire: What is the relation of two to three? The answer may be: "Two is antecedent to three." Very well. The word antecedent does truly express a relation; and the verb "*is*" predicates that relation of "two," that of which it was asked. Had the question been answered: "Three is *consequent to two*," we would have been surprised at the unnatural inversion of the required relation. It will not be out of place here to state a fundamental principle relating to comparisons. The thing compared—the passive element, so to speak, of the comparison—is invariably the antecedent, while that with which it is compared is the consequent. And in the statement of the results of the comparison—the enunciation of the relation, the same order should always be observed. It need hardly be remarked that I use the terms antecedent and consequent with a wider signification than usually attaches to them. They are distinguishable in all comparisons.

We will now return to study the relation which we have before us, to wit: Two is antecedent to three. What is the nature of this relation? The answer evidently should be: "It is a relation of position." Thus the *nature* of the relation is conditioned upon a common quality (I use the word quality for want of a better) of the things compared. We observe then that the word antecedent expresses the relation of two to three in respect to comparative position. The word consequent expresses the relation of three to two in the same respect. In the sentence: The book is on the table, the preposition *on* expresses a different aspect of the relation of comparative position. The

word under expresses the corresponding relation of the consequent. A comparison of the relations expressed by *antecedent* and *on* readily renders obvious the respect in which these relations generally the same, differ specifically. If I say John is taller than James, the syllable "*tall*" indicates or refers to the common quality of the things compared, and the syllable "*er*" expresses the relation of the antecedent to the consequent in respect to comparative height. The adverb "less" has the same office as "*er*" in expressing the relation of James to John in the same respect.

The adverb "as" placed before "tall" expresses still another case of the relation which we are considering. This leads me to remark that in the use of "as", "er" and "less," as just illustrated, we have expressions of relation precisely analogous to the cases of ratio of equality, and greater and less inequality. Once more: What is the relation of two to three? The answer is: Two is two-thirds of three. Will any one insist that the question would have been more properly answered: "Three is three halves of two?" I think not. The question plainly is: What is two relatively to three? What is two in the terms of three as its unit? The answer is: Two-thirds. This word *expresses the relation.* Its use is precisely the same as that of the words "*antecedent*," "*er*," "*as*," etc., already explained. What is the nature of the relation which it expresses? We remark in the first place, that just as *antecedent* and *on* are names of place, and as such refer to the common quality in the things compared with respect to which the comparison is made, so the word *two-thirds*—an expression of numerical value reliably indicates that it is in respect to value that the things are compared. But the relation which we have now under consideration, is denominated ratio. Its nature is expressed by the following definition: *Ratio is the relation which one quantity* (*antecedent*) *sustains to another* (*consequent*) *in respect to comparative value.*

The ratio of two to three is *expressed* by two-thirds. Observe that I do not say that two-thirds is the ratio. I could not more say so than that : is ratio, or that = is equality. The fact seems to be that "*two-thirds*" expresses the value of the antecedent in the terms of the consequent as unit, and thus symbolizes the

species of relation whereby it is possible thus to express the antecedent.

I close with an observation or two, confirmatory of the foregoing interpretation, and in opposition to the idea that ratio is in any sense a quotient.

The relation of 8 to $72 with respect to comparative value is obviously unthinkable; but in accordance with the views of some authors, it is not evident why the ratio of 8 to $72 is not $9. When we say 2 is to 4 as 8 is to 16, I appeal to consciousness that the idea embraced is that the value of two, relatively to that of four, is the same as that of eight, relatively to the value of sixteen. I observe a paper, lying upon the carpet of my study, and remark of it: The paper is to the carpet as the carpet is to the floor. Now what is precisely the difference between the last statement and the one just preceding? Is it not simply in the respect to which the involved comparisons are made? The former is an enumeration of relation of comparative values, the latter comparative positions. Is the idea of a quotient suggested by the one more than by the other? For my part I am unconscious of the faintest intimation of it in either.

YPSILANTI, Jan. 18. C. F. R. B.

EDITOR'S DEPARTMENT.

WE have recently issued our "Extra," containing among other things, a list of one hundred and twenty-five of the largest schools in Michigan, with the name of principal, number of pupils, number of teachers and the range of salaries. Such an amount of information relating to our schools cannot be found elsewhere. We are now sending this to all parts of the State, and persons who receive several copies will confer a favor by distributing them to other teachers. We shall send a generous supply to County Superintendents, and we shall feel under great obligations to them if they will place a copy in the hands of each teacher they examine. We will mail copies to any address upon receipt of a stamp.

The Directory contained in our "Extra" is less complete than it would have been, had a few teachers been kind enough to reply to our circular asking for information. In most instances there was a prompt and satisfactory response, and to all such we tender our thanks.

We will send the MICHIGAN TEACHER for 1868 to the person who will send us the June, September, October, November and December numbers of volume 4th of the *Michigan Journal of Education*, published in 1857. We wish to complete our set of the Journal.

In this number we begin the publication of the papers read at the late educational meetings. We shall continue to publish them in installments, and when all have appeared in the TEACHER they will be collected in a neat pamphlet, and sent to each member of the Association who was present at Lansing, free of charge.

With a view to circulating the "Memoir of Francis Wayland" among the teachers and clergymen of the State, Professor H. L. Wayland will send the two volumes, prepaid, to any teacher or minister in Michigan, who will send to him, at Kalamazoo, three dollars and fifty cents.

The cause of truth is always promoted by candid discussion. We have very decided opinions upon various subjects, and are willing to present them upon proper occasions; yet we dare not claim that they are certainly true, and are very willing to publish opposing views. We sometimes publish articles containing opinions which we think to be erroneous, because we love free discussion. Some time ago we declined to publish an article upon the Word Method, not because it opposed our well known views, but because it was anonymous, and at the same time seemed to have been written more for the sake of controversy than of truth. Since then we have received a note purporting to come from Mr. George A. Warren, who professes to be the author of the article referred to. We confess that we are very sceptical as to the genuineness of this signature. Will Mr. Warren visit our sanctum in the flesh? We shall then have occasion to ask pardon for doing by proxy what Lacon advises: "He who can not throw fire into his works should throw his works into the fire."

It was admitted without exception by all present that the late meeting of the Teachers' Association was one of the most satisfactory ever held in our State. Whether the number in attendance be considered, the quality of the addresses, papers and discussions, or the unanimity of feeling which existed, in either or all of these items, there is reason for congratulation. We doubt if there has ever assembled in Michigan a larger body of strictly educational men. First in order were the County Superintendents, energetic and talented men, who are in fact the hope of our common school system. To the hands of such men, as we saw at Lansing, the educational affairs of the State may be safely entrusted. It is evident that they not only know what to do, but have a very thorough and judicious way of doing it.

All classes of schools were represented here—our Colleges, Union Schools and Common Schools; and it can not be but that a free interchange of views from these different sources will be productive of incalculable good. There were present some veterans in the service. Foremost among these was Hon. JOHN D. PIERCE, first Superintendent of Public Instruction, and now one of the most efficient County Superintendents. Mr. PIERCE had a decisive influence upon the early school legislation of Michigan, and gave to our whole educational system its distinguishing and most valuable features. It was meet therefore that he should be so actively interested in this Association, and it seemed most appropriate that, at its final adjournment, it should receive a benediction from the lips of this venerable man. Such an occasion as this will call out only the most enterprising teachers. They who, in the plenitude of their wisdom, have no more that they can learn, but from their exalted position look down upon the poor toilers below, of course have no motive to call them to such a place. They are like the ants in the fable, they neither borrow nor lend. They are too full to receive, and too miserly to lend.

While none but the best teachers were at Lansing, many who were just as good were unable to be there. They too are animated by the same noble enthusiasm, and nothing but necessity kept them from this annual reunion. The unanimity of sentiment was remarkable. Mr. FORD, in speaking of this matter, stated the fact that but one negative vote had been taken during the discussions of the whole week. All things considered the omens are very auspicious. A true educational spirit is abroad in the land, and the future is full of promise to the teacher and to the taught.

Probably there never assembled in America an audience of greater culture and refinement than the one which greeted CHARLES DICKENS when he gave his first reading in Boston, a few weeks ago. When he made his appearance upon that occasion he was saluted—how? By a rude stamping of feet? No. But by a slight clapping of hands. The world has verily gone from one extreme to the other in this matter. Anciently,

we read, *cuncti simul ORE fremebant Dardanidæ;* but now, applause is given by the feet instead of by the voice. Does it follow that there has been a like decline in gentility and good sense? Approbation must be of a very doubtful quality when it finds its appropriate expression in the heels. The occasions are many in which it is proper to signify one's approval. But why not do it in a christian manner? A clapping of the hands is inspiring, and void of all offense; but a boisterous stamping of feet is indicative only of rudeness and of a lack of good sense. This vile habit disgraces our public assemblies and even our schools. May not the present generation of pupils be taught to imitate this sensible habit of the Bostonians?

At the last meeting of the Massachusetts Teachers' Association, the Board of Directors decided that the *Massachusetts Teacher* ought not to remain longer in the editorial charge of Prof. ATKINSON. The Board think that the pages of the *Teacher* are "to be kept free from the introduction of party politics and controverted questions in theology." Prof. ATKINSON's belief is as follows: "We have accustomed ourself to consider it (education) as one of the moral sciences, so closely connected with ethics, politics, metaphysics and theology, as to make it impossible to deal with educational questions without reference to those connections. We are, therefore, specially interested in the questions of the day, the questions of progress, those which excite controversy and give rise to debate." From this it is very easy to see the incompatibility between the two parties. Prof. ATKINSON's view of the matter seems very sensible: "They do not wish the sort of journal we wish to edit; we do not wish to edit the sort of journal they wish to have."

We have read the pages of the *Teacher* for the past two years, and have not met with anything in respect to "party politics" or "controverted questions on theology," which need to seriously disturb the most conservative. The editor has expressed himself freely upon all topics which seemed to demand his attention, but with no more boldness than a true manhood would require. Very likely he did not first present his views to the Board of Directors for their sanction; and very likely all his

readers did not fully agree with his opinions. The censors have therefore decided that certain of his views are "heretical," and that the public good demands a change in the editorial conduct of the *Teacher*. We doubt if such bigotry as this exists outside of Massachusetts, and we sometimes wonder if it be a fact or a myth that Plymouth Rock was made venerable by the footsteps of men who sought refuge in a wilderness for opinion' sake.

M. DURUY, the French Minister of Public Instruction, is attempting a practical solution of the question of co-education. Evidently impressed with the conviction that there are no studies comprehensible by man which are not also in the reach of woman's capacity, he has instituted for the latter courses of lectures upon various branches of science. These lectures are to be given from December 15th, 1867, to June 15th, 1868, in one of the handsomest concert halls in Paris. The topics and lecturers are, M. GEVÆRT, on Thoroughbars; M. E. HERNE, on Ancient Literature; M. J. GRANGEDOR, on Drawing and Painting; M. HEISCH, on Chemistry; M. H. BERTHOUD, on Natural History; M. P. GROUSSET, on Physics; and M. A. GUILLEMIN, on Astronomy. Similar courses of lectures have been opened in connection with the English Universities, and in some of the leading German cities. In Berlin, a celebrated teacher of drawing, HUGO TROSCHEL, has organized a School of Art for women, to supply in some sort the opportunities which they lose by exclusion from the Royal Academy. The world is moving after all, and in the right path. All these courses have been largely attended by women of all social ranks, and as yet the foundations of social order have not given away. The fact is, that all enlightened men are approaching the recognition of the intellectual equality of the sexes, of the existence for woman of a destiny outside of, and in addition to, yet compatible with that of wife and mother. It is quite refreshing to see the first effective blow at the monkish concept of woman's social function struck in its own strongholds. Of course, there is opposition enough. M. DUPANLOUP, Bishop of Orleans, is very bitter on M. DURUY, and foresees nothing but the worst social evils from this diversion of woman's culture from the "heart" to the "intellect." The young gentle-

men of the English Universities show their anxiety to preserve the womanly character of their country-women by subjecting the attendants on the lectures to a variety of petty annoyances. Fortunately, however, neither priests nor members of Universities control the forces which determine the onward movement of humanity.

There seems to be a delusion prevalent in some minds that the perpetuity of night may be insured by persistently refusing to recognize the using of the sun. They think that certain groups of ideas may be preserved intact, and handed down from generation to generation, by shielding them from contact with others of an opposite character. They believe the temple of truth to be so badly put together that a very slight puff from the winds of error will suffice to blow it over, and labor with might and main to avert so terrible a catastrophe. We notice a paragraph going the rounds, in which it is asserted that Dr. HENRY has abolished the lectures at the Smithsonian Institute because he could not prevent the lecturers from making allusions to politics and theology. We do not know whether this statement has any foundation, but it is not unlikely that it has, and it will serve to illustrate the tendency of which we speak. Again, we find in some of our southern exchanges reports of meetings and conventions for the purpose of inaugurating an educational literature exclusively southern, in harmony with southern ideas, and devoid of anything likely to hurt southern feelings. Our readers have doubtless observed the peculiarly amiable style of comment indulged in by some editors in the south in regard to the gifts of two leading northern publishers to the Peabody fund. The *Southern Educational Record*, a pamphlet issued quarterly by RICHARDSON & Co., New York, mainly, perhaps, as a means of advertising their publications, has some significant remarks upon this subject in its first number. Speaking of the defects in certain text-books hitherto used at the south, it remarks that "the strongest objection of all" is that "many of them offend local and other sensibilities," and then proceeds:

"There is a sympathy—a solidarity—among populations of the same habits, associations, and history, which requires sympathy, or at least the avoidance of discords in the books by which they are taught. The teacher

must win love: he must not outrage or offend the learner whom he would teach. It is impossible to learn with profit from what is continually grating on the feelings. This consideration has doubtless operated strongly in inducing so many persons of ability at the South to engage in the composition of text-books since the war, and also in exciting a general demand for books southern in spirit and in execution, as well as in aim and profession. It would certainly be very undesirable to minister, in the nourishment given to the young, to transitory passions and sectional prejudices and antipathies. Gall and wormwood are not to be mingled in the food of children. Education should always be a devotee of truth and justice, and of unchanging righteousness—it should not poison with passing bitternesses the ingenuous and unformed mind of youth. But it should always be adapted to the soil, and climate, and temper, where it is expected to take root and flourish."

We submit that the feelings and thoughts which require so much protection to preserve them from exasperation, had better be put out to rough it a little, with a view to improving their health and strengthening their powers of endurance. In itself, no one can object to an attempt on the part of a section or state to supply itself with suitable educational aids, but when this effort is expressly subordinate to pampering and shielding certain "local and other sensibilities," it becomes a ludicrous farce. It is indeed, somewhat difficult to conceive how an Arithmetic, a Grammar or a Geography can be written in such a manner as to offend these precious "sensibilities." It is certainly not re-assuring to find that a portion of this proposed series is to come from the hands of the notorious M. F. Maury, the unscientific character of whose "Physical Geography of the Seas" has been recently so thoroughly exposed by Becker and Garcis, in their "Physiographie des Meeres."

PRACTICAL DEPARTMENT.

BLACKBOARDS.

UNDOUBTEDLY the best way to make blackboards is to color a portion of the hard finish before applying it to the wall. Prof. WICKERSHAM gives the following recipe for this purpose in his School Economy:

"Four pecks of white finish, a white coating; four pecks of fine sharp sand; four pecks of ground plaster; four pounds of lampblack; four gallons of alcohol or good whisky.

"This quantity will make a mixture sufficient to cover twenty square yards of surface. A little flour of emery will prevent the mixture from '*setting*' immediately, thus giving time to put it on the wall with the necessary care. If emery be not used, only a small quantity of the mixture can be put on at a time; and this is, perhaps, the best plan. The wall which is intended to be covered with the black surface should be plastered like the rest of the room, with the exception that the black mixture takes the place of the white coating and is put on in the same manner. After the black surface is on the wall, it must be carefully rubbed, in order to fill up all the pores and make the surface hard and smooth. If the old surface be well moistened, a new surface, composed of the same mixture, can be applied."

Where, however, the walls are already finished, the amount of blackboard may be increased by applying one or more coats of the following mixture, which is that employed at Oswego:

"One gallon alcohol, one pound shellac, two ounces lamp black, two ounces ivory black. Make the mixture 24 hours before you apply it, that it may become thoroughly dissolved, then strain it through fine muslin and it is ready for use. Apply it rapidly and smoothly with a fine, flat varnish brush.

"The mixture should only be prepared as it is wanted for use, as the alcohol evaporates rapidly. It may be renewed, however, by adding more alcohol. With new wood boards one coat of common paint should first be applied—lead or any dark color will do. Then put on two coats of the mixture. The amount named in the above recipe will cover from three hundred and fifty to four hundred square feet, two coats. It may also be put on any smooth, hard finished wall, without paint. Old boards require but one coat, and it is ready for use as soon as put on."

If a green tint is desired, use chrome green and diminish the quantity of ivory and lamp black about one half. This mixture will cost about $6, and is practically the same thing as the high-priced liquid slate. If the board proves too smooth to take the crayon well, a little fine emery powder may be added in the second coat.

A very convenient way to make a good black-board is to put a good "putty coat" upon an ordinary wall. When this is thoroughly dry, apply a coat of black paint, and over this spread the liquid slating mentioned above. If the wall had been previously *whitewashed*, it must be sized with a weak acid solution of vinegar or sulphuric acid. Otherwise the hard finish will peel off.

In forming classes of children upon the floor, instead of arranging them in one long line it is better to form them in two or more lines, placing the shorter ones in front. In this way the class is more easily managed and the attention more perfectly kept.

One of the most serious obstacles to improvement in primary schools is the lack of fresh reading matter. Primer classes learn by heart every piece in the First Reader by hearing other pupils read from it. Therefore, when they take it as their reading book, they repeat the stories without scarcely looking at the successive words, omitting some and introducing others. In most cases pupils read from the same book at least a whole year, very often for two, and even three years. Children are constantly thirsting for that which is new, and the monotonous repetition of that which is devoid of interest not only checks all improvement but is the source of many bad habits —such as inattention, drawling and unnatural tones. As a remedy for this difficulty, the *Nursery* has been introduced into the classes in Ypsilanti Seminary. The reading matter is well adapted to the tastes of children, and there is a fresh supply every month. After a suitable length of time the result of the experiment will be given in this department.

Mental arithmetic, no doubt, receives an amount of attention out of proportion to its real importance; and, in one respect at least, the standard mode of teaching it seems to be thoroughly bad. We refer to the perplexing formulas employed in solving problems We give an example of the ordinary process:

Teacher—"John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents; what did he pay for all?"

Pupil—"John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents; what did he pay for all? If John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents, he paid for all the sum of 15 cents, 20 cents and 40 cents; 15 cents and 20 cents are 35 cent, and 40 cents are 75 cents. Therefore, if John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents, he paid for all 75 cents."

In this manner of solution the pupil repeats the example three times. What good results from this tedious formula? It seems to us that it has a direct tendency to confuse the mind. What objection is there to the following solution?

Pupil—"John bought a knife for 20 cents, a ball for 15 cents and a book for 40 cents; what did he pay for all? He paid for all the sum of 20 cents, 15 cents and 40 cents, which is 75 cents. Therefore, he paid for all 75 cents."

Book Notices.

WEBB'S Dissected Cards. By Professor J. Russell Webb. Detroit: *E. B. Smith & Co.* 1868.

We take great pleasure in commending these Cards to our readers, believing them to be far superior to anything of the kind before published. To Mr. Webb belongs the credit of having introduced into the schools this valuable, and now indispensible device, for interesting children in the elements of reading. Webb's Cards, first published twenty years ago, are now in use wherever the Word-Method is practiced. There have been many imitations of them, but the original ones surpass all others. The Cards now under consideration are a marked improvement over those first published by Mr. Webb. The several Cards of the different series hitherto published consist each of a sheet of binders' board, on each side of which is pasted a sheet of printed words, letters and sentences—the words gradually increasing in difficulty. Proceeding according to the Word-Method, the pupil is first interested in some *object*, as cat, or dog, and then the *name* of this object is shown on the Card. When this word can be readily recognized, another is taught in the same manner, till finally a sufficient number has been learned to form a sentence. In this manner words and sentences are learned in succession till the matter on the Cards has been exhausted. Long before this, however, the letters which compose the words have been learned, for the most part *unconsciously*, so that the pupil may begin to read from a book. To even this improved mode of teaching reading there are two quite serious drawbacks. First, a word is less readily learned when standing with several others than when alone. The pupil looks upon the word as a whole, and, if able to recognize it, must recollect its peculiar form. The more his attention can be concentrated upon it, the more easily it will be learned. When several words, much alike in general appearance, stand near together, the attention is easily dissipated, and the peculiar form of a given one is less readily impressed upon the mind. The process of learning a word completely is two-fold—first *receptive*, as when the pupil associates the name of a word with its form, and then *reproductive*, when he is able to distinguish it from others. In the first case, the word should stand alone, in order that the attention may be concentrated upon it; and in the other, it should stand with several others, in order to test the pupil's ability to select it from the whole number. The ordinary Cards are well adapted to the second part of the process, but not nearly so well to the first. In the Dissected Cards, Mr. Webb has secured both these objects in the most perfect manner. First, there is an oblong frame inclosing a thin panel, on one side of which is a series of parallel grooves just wide enough to receive words printed in bold,

clear type, and mounted on bits of thin board. At the top is a wider groove in which may be placed pictures of various objects, as cat, dog, horse, etc. As before, the pupil is first interested in some well known object, as a cat. Then a *picture* of this object is placed in the frame, and next the *word*. In this way there is nothing to dissipate the attention. The picture or the word may stand entirely alone. On the other side of the panel is a *Hunting Exercise*, a sheet of printed words, containing each one that the pupil learns in succession. From this large number of words the pupil must select each one as it is learned, thus *reproducing* each item of knowledge received on the other side.

The second difficulty connected with the ordinary Cards is that it is impossible to form words into *new combinations*. Words once formed into sentences are immovable. By his new device, Mr. WEBB derives all the advantages of *permutation*. By this means, pupils may construct written sentences after the analogy of spoken language. The box which accompanies these Cards contains a set of pictures, of words, letters, numerals and punctuation marks. When pupils have learned to call words with facility, they may be allowed to decompose them into their elements—the letters; and then to reproduce these words by putting in proper order the parts of which they are composed.

For the benefit of our purely *practical* readers we may be allowed to state that, a few weeks ago, we brought home into a family of little ones a set of these Cards, with no intention of using them there. The box was first found to contain something, and, of course, had irresistible attractions. Of the contents, the pictures were first examined, commented on and appreciated. The words were not quite so clear; but just a little help enabled the little people to discover their use, and so, without scarcely knowing it, the process of reading has been gradually going on. The wee ones from neighboring houses came in to enjoy the sport, and are rapidly learning to read. Of course, they require supervision, but they are merely directed into the channel of their self-activities. Would it add to, or detract from the enthusiasm of this voluntary class, to change to the old plan of teaching the names of the twenty-six letters?

Under the titles of "Lecons de Litterature Française Classique" and "Lecons de Litterature Française Contemporaine," LEYPOLDT & HOLT of New York issue two handy manuals of French literature. The former, after two introductory chapters on the "Langue d' Oil" and the "Langue d'Oc," gives a connected account of literary history in the successive periods, interspersed with selections from the chief writers, ending with BUFFON in the eighteenth century. In the latter volume, the selections are given without comment, and preceded by brief sketches of the authors.

The Horticulturist, published by F. W. WOODWARD, New York, at $2.50 a year, will prove a valuable aid to all interested in the matters of which it treats. Among its contributors are A. S. FULLER, F. R. ELLIOTT and other leading horticulturists. It is liberally illustrated and its mechanical execution is perfect.

If *Lippincott's Magazine* keeps the promise of its first issue, it cannot fail to take high rank among publications of its class. The first number for January, 1868, contains, besides stories and poems, articles on Prehistoric Man, Education in a Republic, and the Abbe Brasseur's Investigations in Central America. Published by LIPPINCOTT & Co., Philadelphia, at $4 a year.

Messrs. TICKNOR & FIELDS have completed their Diamond Dickens by the issue of the fourteenth volume. No one can attain a comprehensive knowledge of English Literature without some acquaintance with the leading writers of fiction, among whom DICKENS is undoubtedly the chief. We know of no more certain cure for the "blues," which are apt to attack teachers at the close of the day's labors, than a chapter or two of this great humorist.

This house is also issuing, under the title of "Good Stories," a series of half dollar volumes. In these it is proposed to preserve many sketches and tales which, either from the time or mode of their original publication, are in danger of an oblivion which is certainly *not* in accordance with their merits.

The American Naturalist for January, 1868, contains articles on the Shell heaps of Maine and Massachusetts, the Chickadee, Desmids and Diatoms, the Home of the Bees, the Land Snails of New England, together with Reviews, Natural History, Miscellany and Proceedings of Scientific Societies. Prof. ALEXANDER WINCHELL, of Michigan University, will contribute Sketches of the Geology of Lake Superior to the second volume. We can but repeat the recommendation we have already given this excellent magazine, and invite attention to our rates for clubbing with it.

THE WESTERN RURAL. Double Quarto Weekly Family Journal. Detroit and Chicago: *H. N. F. Lewis.*

The Western farmer and horticulturist has no better periodical than this. It is equal in all respects to the *Rural New Yorker,* and better adapted to Western readers. Few families can afford to be without it. The wives need it and the children like it.

GUYOT'S INTERMEDIATE GEOGRAPHY. New York: *Chas. Scribner & Co.* Cleveland, Ohio: *Ingham & Bragg.*

This work possesses all the excellent features peculiar to the other books of the series. Its small size will gain it admission to many schools which would be deterred from entering upon the larger work. We regret the introduction of map questions. Nothing will be more tedious or less likely to promote mental growth than asking formal questions, the answers to which have been previously prepared. All good teachers unite in condemning questions at the foot of the page, and surely, placing them opposite a map, does not improve their character. The question has for its purpose to lead the pupil in answering it to rapidly combine in new forms matter already in his possession, a purpose which is thoroughly defeated by placing it before him in the text book. The figures for drawing maps of the several States furnish an admirable illustration of the inherent defects of the "Constructive Method." Of Prof. GUYOT'S note on this method we hope to speak more fully hereafter.

Merry's Museum, published by HORACE B. FULLER, Boston is greatly improved, both in external appearance and the character of its matter. The name of its new editor, LOUISA M. ALCOTT, the authoress of "Hospital Sketches," is sufficient guarantee for the adaptability of the *Museum* to the wants of the little folks.

OUR SONG BIRDS. Chicago: *Root & Cady.* 1866–7. $1.25.

These beautiful little gems of song were published during the years 1866–7, in six numbers or parts, but in the volume before us these have been bound in a beautiful and convenient form for use and preservation. No single similar publication contains so much variety of music for Day and Sunday Schools use as "Our Song Birds." A fine present.

SHEET MUSIC.—*The Grave of the Year* (Quartette). *My little Girl under the Snow* (Solo or Quartette). *The Child's Question and Mother's Answer* (Solo or Quartette). Dowagiac: N. B. HOLLISTER, 1868.

But little sheet music will bear singing more than once, but it is said of the above, like others from the same pen, it has the merit of bearing repetition well, that every time it is sung it delights the ear and charms the soul.

ILLUSTRATED CATALOGUE AND FLORAL GUIDE FOR 1868. Rochester, New York: *James Vick.* 10 cents.

This beautiful little pamphlet of 96 pages, a finely illustrated and well classified catalogue of flowers and garden seeds, with directions for tilling flower borders, etc., is a fine hand-book for flower fanciers and amateur botanists. Those who saw Mr. VICK's contribution to our State Fair last fall, and know of his reliable seeds and bulbs, need no word from us recommending his work.

PUTNAM'S MONTHLY. No. 1. January, 1868. New York: *G. P. Putnam & Son*, 661 Broadway. London: *Sampson, Low & Co.*

Putnam's Monthly in our homes again is like the return of a friend that we had long supposed dead. Its green cover, with the device of Indian corn and sugar cane, revives memories that have been sleeping an age it almost seems. "The Old and the New," an editorial giving a history of the first PUTNAM, confirms us in our opinions of the high value of this magazine. We need not go abroad for Christmas stories while we have home talent that can produce "The Carpenter." The discernment to see, and the ability to draw out the best American talent, was one of the distinctive characteristics of the old Putnam, and this, we have abundant reason to expect, will be a distinguishing feature of the new.

NEW PATENT INK WELL. By *A. H. Andrews & Co.*, Chicago, 1868.

Among the many ink wells that have sought the attention of the public for the past ten years, we have seen none that have so good claims as this. The evaporation of the ink is prevented, and the well easily removed for cleaning, and the well, when open, is easily accessible to the pen without inking the holder. The cap of the well is so arranged as to hold the pen when not in use. A pen-wiper is also attached.

EDUCATIONAL INTELLIGENCE.

MATTERS AT HOME.

MEETING OF EDUCATIONAL ASSOCIATIONS AT LANSING.

PROCEEDINGS OF THE ASSOCIATION OF COUNTY SUPERINTENDENTS OF SCHOOLS.

LANSING, December 31, 1867.

PURSUANT to the published programme, the Superintendents of Public Schools, from a number of Counties, met in the Representative Hall at 10.30 A. M.; were called to order by the Chairman, Sup't PIERCE, of Washtenaw; reading of Scriptures and prayer by State Superintendent, followed. On motion, Superintendent FORD, of Berrien, was chosen Secretary *pro tem.* On motion of Superintendent PUTNAM, a p rmanent organization was agreed upon, and a Committee of three (Superintendents MUDGE, BROWN, of Wayne, and FORD) were appointed to report a plan of organization and to nominate officers.

On motion of Sup't BALLOU, a committee of three was appointed to prepare resolutions upon the death of Supt. W. M. SPENCER, late of Ionia Co. Superintendents BALLOU, COVEL and BROKAW were named as the Committee.

Sup't GARNER was appointed on the Business Committee in the place of Sup't PIERCE, resigned.

On motion of Sup't FORD, a "Question Drawer" was established and placed in the care of the State Superintendent.

A committee of three, Superintendents PUTNAM, DARRAGH and GOODMAN, was appointed to report on the grading of certificates, and upon recognizing those given by other Superintendents without further examination.

An invitation to visit the Reform School was read and accepted.

A paper on "Summer Schools" was read by Sup't PIERCE. The paper was discussed by Superintendents PUTNAM, BICKNELL, GOODMAN, the State Superintendent, Superintendents YORK, BALLOU, BROWN, the Chairman, and Ex-Sup't WHITNEY, after which a motion prevailed making the paper the sense of the Convention.

On motion, Ex-Superintendents and Principals of Schools present were invited to participate in the discussions of the Convention. Adjourned.

AFTERNOON SESSION.—2 P. M.

The roll call showed some new arrivals.

The Business Committee reported 11 A. M the next day, January 1st, as the time for visiting the Reform School. Adopted.

The same Committee reported the following:

Resolved That a committee of three on School legislation be appointed, to act with a similar committee from the State Teachers' Association, to report, through the State Superintendent, needed reforms in our school laws, and recommend the same to the next Legislature.

Adopted, and Superintendents PUTNAM, FORD and BICKNELL appointed as Committee.

The State Superintendent read a paper upon "Ventilation," which, by motion, he was requested to publish in his forthcoming annual report. Remarks were made upon the subject of the paper by Messrs. WHITNEY, YORK, PALMER, THORPE, PUTNAM, and others.

After a short recess, the special order of the hour, the discussion of the question, "May not all examinations be held at the county seat, or in places easily reached?" was taken up, and discussed by Superintendents HOSFORD, PIERCE, and others, all agreeing that each town must be visited until the law could be changed.

EVENING SESSION.

A resolution, presented by Sup't L. R. BROWN, was passed, requesting the State Superintendent to supply each County Superintendent with at least three copies of his paper on Ventilation to each School District in his county, to be distributed as early as practicable, among the School District officers.

By the same it was also

Resolved, That the Convention request the State Superintendent to copy the essay read this morning, by Sup't J. D. PIERCE, of Washtenaw, and circulate the same as an official suggestion in each School District, requesting the candid consideration of School Boards in their future action in regard to their Schools, viz: that of advising the three-term system of teaching.

In the general conference meeting that occupied most part of the evening, the subject of the general success of the system of County Superintendency was talked over, and on every hand came in encouraging reports.

The moral qualifications of teachers was largely discussed by Messrs. YORK, WHITNEY, GOODMAN, THORPE, and others.

The lack of teachers qualified to pass examination, the diversity of text books, and other topics, were brought forward and discussed by Superintendents BALLOU, MUDGE, PALMER, FORD, and others. Adjourned to 8.30 A. M.

WEDNESDAY—FORENOON SESSION.

The Association met and was called to order by Sup't GOODMAN, who read the 123d Psalm, which was followed by prayer by Sup't YORK.

The Committee of Permanent Organization reported the following Constitution, which was accepted and adopted.

CONSTITUTION.

ART. I. This body shall be entitled, "THE MICHIGAN ASSOCIATION OF SUPERINTENDENTS OF COMMON SCHOOLS." Its object shall be the promotion of the Common School work in this State.

ART. II. Any County Superintendent may become a member thereof upon signing the Constitution.

ART. III. Its officers shall be a President, four Vice Presidents, two Secretaries, of which the Junior Secretary shall be *ex officio* Treasurer, and an Executive Committee of five, of which the President shall be *ex officio* Chairman. They shall be elected annually, and theirs shall be the several duties of such officers.

ART. IV. Meetings of this Association shall be held twice a year, at such times and places as the Executive Committee shall appoint, when not previously fixed by the Association. Partial programmes thereof shall be prepared and published by the Executive Committee at least one month before each meeting.

ART. V. This Constitution may be amended by a two-third vote at any meeting.

The following officers were nominated and elected, viz:

President—Sup't D. PUTNAM, of Kalamazoo.

Vice Presidents—Sup'ts J. S. GOODMAN, Saginaw, C. T. BATEMAN, Lenawee, C. C. BICKNELL, Kent, and H. P. BLAKE. Grand Traverse.

Secretaries—Sup'ts A. B. DARRAGH, Jackson, and E. A. BLACKMAN, Van Buren.

Executive Committee—President, *ex officio* Chairman, Sup'ts J. D. PIERCE, Washtenaw, J. H. PALMER, Barry, C. HURD, Oakland, and W. S. PERRY, Branch.

The Committee on Grading Certificates reported the whole matter involved in much difficulty, and suggested a brief expression of opinion upon the subject by different members of the Convention would do more to solve it than an expression on the part of the Committee. The report was accepted and adopted after discussion by Messrs. GARNER, BICKNELL, MUDGE, HOOKER, and others.

The President elect now took the chair and entered upon the duties of his office.

The Committee on the preparation of resolutions touching the death of Superintendent W. M. SPENCER, of Ionia, reported the following, which were adopted:

WHEREAS, It has pleased Almighty God to remove by death WM. M. SPENCER, County Superintendent of Ionia County, and as he was a young man of great promise, a pattern of morality, and an earnest worker in the cause of universal education and Sabbath Schools; therefore

Resolved, That as a body of Superintendents, we feel that, by the death of Brother SPENCER, we have lost an efficient County Superintendent, and a faithful laborer in the interests of the schools in the State, and we would mingle our sympathy with that of the friends and relatives of the deceased in this their irreparable loss.

Ex-Sup't WHITNEY, from a Committee appointed last May, presented a report upon "Monthly Reports to County Superintendents."

The Committee showed the present system of reports to be of little value and unreliable, and advocated, instead, a system of Monthly Reports from each teacher to the County Superintendent, which would be supervised by the Superintendent, and give him a knowledge of the teachers' daily work, and furnish data from which to make his reports to the Department.

The report was laid upon the table till afternoon, and the Association adjourned to visit the Reform School.

AFTERNOON SESSION.

Sup't PUTNAM read a paper entitled our "Library System." A lengthy discussion of the subject followed, in which Messrs. PIERCE, HOSFORD, FORD, WHITNEY, COOK, YORK, PUTNAM, and others, participated, some favoring the township others the district system, but both were found wanting and are useless unless means are appropriated for the purchase of books. The Association requested the publication of the paper of Sup't PUTNAM in the MICHIGAN TEACHER.

Mr. J. RUSSELL WEBB of Jackson, presented, by invitation, his system of teaching children to read by the "WORD METHOD," showing its advantages over the old systems. A vote of thanks was tendered Mr. WEBB by the Association.

The report of the Committee on School Reports was then taken from the table, and after discussion by Messrs. HOSFORD, PIERCE, and others, was unanimously adopted. An effort will be made to secure more accurate reports this year.

It was resolved that the State Superintendent be requested to furnish Certificates, with blanks upon the back, which, filled out, would show the standing of scholarship of each candidate.

On motion, Messrs. HOSFORD, WHITNEY, BICKNELL, FORD and MUDGE were appointed a commitee to prepare a system of Monthly Reports.

The usual vote of thanks to citizens, &c., were tendered, when the Association adjourned *sine die*.

ASSOCIATION OF SUPERINTENDENTS AND PRINCIPALS OF UNION SCHOOLS.

LANSING, January 2, 1868.

The Superintendents of City Schools and Principals of Union Schools held a short meeting at 8.30 A. M., with Prof. EASTABROOK in the chair. A letter from Sup't STRONG, of Grand Rapids, President, was read, explaining his absence, and giving his plans for the working of the Association. On motion, Profs. STRONG, of Grand Rapids, EASTABROOK, of East Saginaw, and PAYNE, of Ypsilanti, were appointed a Committee on Organization. and to arrange for and call the next meeting, at the time of the semi-annual meeting of the County Superintendents. Adjourned.

SEVENTEENTH ANNUAL MEETING STATE TEACHERS' ASSOCIATION.

LANSING, January 1, 1868.

The Association convened at Representative Hall at 7 o'clock P. M. In the absence of the President and all of the Vice Presidents, the meeting was called to order by the Secretary. Prof. GOODISON, of the Normal School, stated the occasion of the absence of the President, and nominated Prof. PUTNAM, of Kalamazoo, as Chairman for the evening. He was accordingly elected. The Chairman introduced Rev. L. B. FISH, of Lansing, who entertained the meeting with a song. The reading of Scripture was conducted by the Chairman, and prayer was offered by Rev. Mr. FISH. The lecturer of

the evening, Prof. A. WINCHELL, of the University, was then introduced. The subject of his lecture was "The Uses of Science." On motion of Prof. THORPE, of Paw Paw, voted that the thanks of the Association be tendered the speaker for his highly interesting lecture. The Association then adjourned till 9 o'clock the next day.

THURSDAY—FORENOON SESSION.

The Association was called to order by Prof. PUTNAM. Prof. J. M. B. SILL, of Detroit Female Seminary, was elected permanent Chairman. Devotional exercises were conducted by Rev. Mr. ARMSTRONG, of Lansing. The following Committees were then announced:

On Nominations, Profs. C. L. WHITNEY, O. D. THOMPSON and W. WINES.

On Resolutions, Profs. EASTABROOK, S. WOOD and TRUESDEL.

On Finance, Prof. OLNEY, Sup't BALLOU and Prof. THORPE.

Prof. WHITNEY, of the Normal School, presented the following resolution, which was adopted:

Resolved, That a committee be appointed to act as a joint committee with the one appointed by the County Superintendents upon the subject of the revision of our Common School law.

Profs. EASTABROOK, of East Saginaw, TRUESDEL, of Flint, and W. H. PAYNE, of Ypsilanti Union Seminary, were appointed such committee.

On motion of Prof. THORPE, voted that County Superintendents present be invited to sit as honorary members of the Association.

To draft resolutions expressive of the sorrow of the Association occasioned by the death of Prof. LATSON, of Grass Lake, the following committee was appointed: Profs. N. H. WINCHELL, of Adrian, TRUESDEL and BELLOWS.

On motion of Prof. WAYLAND, of Kalamazoo, voted that the Committee on Resolutions be instructed to report a resolution concerning Profs. J. M. GREGORY, E. L. RIPLEY and BOISE, who have recently left our State for other fields of labor.

Sup't PIERCE presented an invitation from the Misses ROGERS, of the Michigan Female College, to the Association to attend a social gathering at the College to-morrow, Friday, evening. Voted that the invitation be accepted.

Prof. WINCHELL, of Adrian, presented the request of the citizens of Adrian that the next meeting of the Association be held in that city.

Prof. EASTABROOK, in behalf of the citizens of East Saginaw, presented a similar invitation

Prof. THORPE invited the Association to Paw Paw.

Voted the question of "Place" be referred to a committee. Profs. PUTNAM, WINCHELL and EASTABROOK were appointed such committee.

The next business in the regular order was a paper by Prof. HEWITT, of Olivet College; subject, "A Plea for a High Standard of Scholarship."

Voted, the Association proceed to discuss the subject of Prof. HEWITT's paper. The discussion was introduced by Prof. THORPE, who was followed by Prof. ABBOT, of the Agricultural College, Sup't PIERCE and Prof. WINES.

The committee on place of next meeting reported in favor of Adrian. The report was adopted.

An invitation was extended to the Association by the Superintendent of the Reform School to visit that institution. President ABBOT also invited

the Association to visit the Agricultural College. These invitations were accepted.

Prof. O. B. YOUNG, of Lansing, entertained the Association with music. Adjourned till 2 o'clock P. M.

AFTERNOON SESSION.

The Association convened, and was opened with music by Prof. YOUNG and wife.

Prof. W. H. PAYNE then read a paper entitled "Normal Instruction." The discussion of the subject of Prof. PAYNE's paper being in order, Sup't PIERCE introduced the debate. Prof. WINES followed. The Association then took a recess of five minutes.

The discussion of the question "Should the State Compel the Education of her Children?" was opened by Prof. PAYNE. Mr. G. B. STEBBINS, of Detroit, Sup'ts PIERCE and FORD, the latter presenting the Prussian System, from the writings of HORACE MANN, State Sup't HOSFORD, Prof. SILL, Sup'ts GOODMAN, PUTNAM and COOK, Profs. WHITNEY and TRUESDEL followed in the debate.

Mr. STEBBINS presented the following resolution, which was adopted:

Resolved, That to equalize the opportunities of all, to raise the standard of education in our country districts and make culture broad and universal, it is of high importance that school rates be abolished, and that the needed fund to make our schools free to all be raised by an impartial tax by the State.

On motion of Sup't FORD the question "Should the State Compel the Education of her Children?" was referred to the Committee on Legislation.

Prof. YOUNG, assisted by a class of about 40 young misses, very pleasantly entertained the Association with music. Voted the thanks of the Association be tendered them.

Adjourned till half-past seven in the evening.

EVENING SESSION.

The exercises opened with music by Prof. YOUNG and class. President MAYHEW in the Chair. Prayer by Rev. Mr. ARMSTRONG. The Speaker of the evening was Prof. SILL. His subject was "The Effect of Teaching upon Teachers."

The Association then adjourned till 9.30 the next day.

FRIDAY- -FORENOON SESSION.

The Association met as per adjournment, was called to order by Chairman SILL and opened with prayer by Sup't PIERCE.

On motion, Prof. N. H. WINCHELL was elected to the committee on resolutions in place of Prof. EASTABROOK, absent.

By request of Prof. SILL, Sup't PIERCE was elected Chairman till the President should arrive.

The Association then listened to the paper of Prof. WAYLAND, subject, "The Authority of the Past in Matters of Education." Following a few minutes recess, Prof. YOUNG, assisted by Miss BAILEY, of Allegan, entertained the Association with an instrumental duet. The discussion of the subject of Prof. WAYLAND'S paper was participated in by Messrs. FORD, PAYNE, ABBOT, OLNEY and PIERCE. Prof. WHITNEY announced the programme for the afternoon, when the Association adjourned, with music by Miss ALEXANDER, of Saginaw, till 2 P. M.

AETERNOON SESSION.

The Association was called to order by President MAYHEW. The Committee on Finance reported the auditing of the Treasurer's account. The report was adopted. The Committee on Nominations reported as follows:

For President—Prof. H. L. WAYLAND, of Kalamazoo.

For Vice Presidents—Supt. A. FORD, of Niles; Prof. N. H. WINCHELL, of Adrian; Prof. WM. WINES, of Chelsea; Prof. J. W. EWING, of Saginaw City; Prof. G. S. WHITE, of Northville; Sup't N. L. DOWNIE, of Newaygo; Sup't P. B. COOK, of Litchfield; Prof. O. D. THOMPSON, of Utica.

For Corresponding Secretary—Prof. J. S. LANE, of Jackson.

For Recording Secretary—C. F. R. BELLOWS, of Ypsilanti.

For Treasurer—Prof. J. GOODISON, of Ypsilanti.

For Executive Committee—Prof. W. H. PAYNE, of Ypsilanti, and Z. TRUESDEL, of Flint.

Voted the report be accepted, and that Sup't PIERCE be authorized to cast the ballot of the Association for the election of its officers. The vote being in the affirmative, the officers were declared elected as above reported. Prof. THORPE introduced the subject of County and Township Teachers' Associations.

Miss A. C. ROGERS, of the Michigan Female College, read a paper on the subject of Orphans' Asylums and Freedmen's Schools.

The Committee on resolutions presented the following report, which was adopted:

Resolved, That we hail the County Superintendency. We recognize in it a most important step toward the elevation of the Primary School to a higher and more powerful place in the moralizing and Christianizing influences of the day. We lament the sad and discouraging reports which we receive from the County Superintendents, but we regard the knowledge of the condition of the primary schools as the first step toward the alleviation of their condition.

Resolved, That we take pride in commending the *Michigan Teacher*, the organ of this Association, for its interesting, encouraging and beautiful pages, for the high stand which it takes among the educational journals of the country, to the favorable attention of teachers and all friends of education.

Resolved, That we deem it of prime importance to the welfare and future progress of the primary schools of the State that there be another Normal School established at an early period, in the Western or Northwestern portion of the State.

Resolved, That the educational interests of Michigan lose much in the removal to other States of such men as Professors GREGORY, BOISE, RIPLEY and GUNN; and we lament that Michigan does not do herself the credit of discovering in the services of her own sons so great a value as other States can.

Resolved, that the thanks of this Association are given to the people of Lansing for their hospitality, to the State Librarian for securing the use of Representative Hall, and to Prof. YOUNG, Rev. L. B. FISH, Miss ALEXANDER, and others, for furnishing music at the various sessions of the Association.

Resolved, That the favors of the Superintendents of the Michigan Central, Michigan Southern and Northern Indiana, Detroit and Milwaukee and the Jackson, Lansing and Saginaw railroads, in granting free return tickets, has greatly increased the attendance upon the present meeting of the Association, and added to the interest and usefulness of the same, and that the thanks of the Association are hereby tendered them.

N. H. WINCHELL,
Z. TRUESDEL,
SILAS WOOD,
} *Committee.*

On suggestion of Sup't FORD that the Reception Committee was well deserving of the thanks of the Association for their well directed efforts in

providing accommodations for the teachers, voted that this Committee be included in the vote of thanks. The Secretary presented the following resolution :

Resolved, That we tender our sincere thanks to those who have prepared and read the interesting and instructive papers by which this session of the Association has been so distinguished, and, to the end that we may have an opportunity to study, and those who have not been permitted to hear may enjoy the privilege of reading, that they permit the Association to publish the same.

Voted the resolution be adopted, and that a committee be appointed to carry out the provision of its last clause. Prof. WINCHELL, Sup'ts FORD and PIERCE, and Profs. PAYNE and GOODISON were appointed such committee.

Prof. THORPE presented the following :

WHEREAS, This Association is comparatively but partially attended by the educators of the State, and in consequence many local and general interests are not subserved ; therefore,

Resolved, That we earnestly urge upon the teachers of the various counties the great benefit and consequent need of forming County Teachers' Associations as auxiliary to the State Association, and to this end we pray that a committee be appointed to report through the *Teacher* at their earliest convenience a form of constitution, that the same may be uniform throughout the State.

The resolution was adopted, and Messrs. THORPE, PIERCE and TRUESDEL were appointed such committee.

The committee on resolutions relative to the death of Prof. LATSON presented the following report, which was adopted :

WHEREAS, An inscrutable Providence has removed from our midst and active membership a worthy teacher,

Resolved, That in the death of H. A. LATSON, we, as individuals, suffer the loss of an esteemed friend, that the cause of education has been deprived of an earnest and efficient promoter, and the Association loses one of its most promising and successful members. We pay this tribute to his memory because we had become attached to him for his earnest yet unostentatious labor in the cause of education, for his faithfulness to respond to all the claims of the teacher's vocation, and for the perseverance and success with which he prosecuted the means for self-improvement, to the end that he might be qualified for the duties devolved upon him. We remember his studious habits of college life, his unobtrusive manner and his unpresuming merit, and we miss from our deliberations his aid and counsel. Feeling, thus, that we have lost a true friend and faithful co-laborer, we shall always cherish for him that earnest affection and respect which only his sterling worth could call forth.

Resolved, That while we mourn his death we also rejoice in the faith that what to us is loss, to him is gain, and that an all-wise Providence, who doeth all things well, will bring out of seeming evil His ultimate glory and our final good. We also tender to his bereaved family our condolence and sympathy.

Resolved, That a copy of these resolutions be presented to the friends of the deceased.

N. H. WINCHELL,
C. F. R. BELLOWS, } *Committee.*
Z. TRUESDEL,

At different times, and on recommendation of different ones, a large number were elected to membership in the Association.

Supt. PIERCE renewed the invitation aforementioned to attend the social at the Female College.

Moved by Prof. WHITNEY that the Association adjourn by singing "Old Hundred," and by benediction by Sup't PIERCE. The Association thus adjourned.

C. F. R. BELLOWS,
Secretary.

BARRY COUNTY.

TEACHERS' CONVENTION.—The Teachers and School Officers of Barry county met at the court house in Hastings, December 27th, for the purpose of forming a county organization. About 120 persons were present. Much enthusiasm was manifested, and a society formed under the name of "Barry County Educational Association." The officers elected for the ensuing year are as follows: President, A. R. BOGGS: Vice Presidents, J. R. BARNUM, CASSIUS CRANSON, S. B. DIMOND and WM. H. JEWELL; Secretary, J. W. HART; Treasurer, Miss MOHALA MOORS; Business Committee, J. W. BONCRAFT, Mrs. CHAS. BURRELL, Miss L. A. STEVENS, EDWIN B. PARKS and JOHN H. PALMER.

BAY COUNTY.

The Superintendent of Schools in this county, P. S. HEISARDT, reports nineteen organized districts in the county, several of which have had no schools for the past season for want of suitable buildings, which lack is, however, fast being remedied. One first grade, seven second grade, and seventeen third grade certificates have been granted by the Superintendent.

WENONA.—This new place has just opened her schools in a fine, new brick building, an ornament to any place.—Messrs. SAGE, MCGRAW & Co.' of this place, have offered to give a site for a library building, and purchase a library second to none in the State, if the citizens will furnish means to erect a building.

BRANCH COUNTY.

Superintendent W. S. PERRY, of this county, has resigned his position as County Superintendent of Schools, and goes to Toledo to take the Principalship of the High School of that place. Branch county thus loses the services of an earnest educator, and one who has done much for her schools, both as teacher and superintendent. Michigan sustains a loss in the departure of Mr. PERRY, how great, the Public Schools of Tecumseh, Plymouth, Marshall and Coldwater can testify. When Michigan fails to reward her best and truest laborers as they merit, she will sooner or later lose their services. The schools of Branch county have taken a start in the right direction under Sup't PERRY's care, and we hope the new Superintendent may carry on the work thus well begun, and receive greater support from those most benefited. Success to thee in thy new field of labor, friend PERRY.

COLDWATER.—The schools of this place are in successful operation under the direction of Principal GEO. E. CHURCH, late graduate of the University. The assistants are Misses HATTIE CARPENTER and JULIA HOBART. The Grammar Schools are taught by WM. H. DAY and Misses STERLING and MARTHA PORTER. G. W. STEVENS and Miss GORDON have the First Intermediate, while Misses WHITTAKER, CORILLE and DELIA H. BENTON have the Second Intermediate, and the Primaries are taught by Misses NELLIE WARREN, J. LIBBIE LAWRENCE, COOK, ROOT and JANE ST. JOHN and Mrs. G. W. STEVENS. There are 1,400 persons entitled to public money, as shown by census. Of this number, 1,300 are enrolled in the school. A new building, costing $15,000, has just been completed in the 4th Ward, and a similar one is contemplated for the 2d Ward.

GIRARD.—Has a very good school in charge of HARRISON J. PAYNE, Principal, assisted by his wife, who have about 75 pupils in attendance.

QUINCY.—Reports 225 pupils, which she has placed in the care of A. C. NICHOLS, late of the Normal School, and two assistants. The school is reported as doing good work.

BRONSON.—J. W. TAYLOR takes the place of CHAS. W. WOOSTER as Principal of the schools of this place.

WHITE PIGEON.—The Union School of this place commenced its winter term January 6th. The Principal is Mr. I. L. STONE, who is doing an excel lent work and giving entire satisfaction. He is assisted in the High School Department by Miss M. E. HINDS, a teacher from the State of New York, of excellent qualifications and seventeen years' experience. Miss F. J. DENIO, teacher of the Intermediate Department, has had seven years' experience and is the right one in the right place. Miss C. L. HARWOOD is teacher of the Primary Department, and is well adapted to the position. The present corps of teachers commenced their labors with the beginning of the fall term and raised the character and standing of the school very materially. The fall term was a success. Whole number of pupils, 245. The winter term commences with a large accession to the higher departments.

CASS COUNTY.

DOWAGIAC had, as shown by the monthly report for December, 567 pupils enrolled, 430 belonging at date, 408 average attendance. Tardiness, none. Per cent. of attendance is 93; for the term it is 90. Number of visitors for month, 281; for term, 644. What school reports more visitors?

KENT COUNTY.

Sup't BICKNELL, of this county, is doing a great work for his constituents. Besides the work of visiting schools and examining teachers for the large county of Kent, Mr. B. has undertaken the work of editing and circulating a semi-monthly publication of eight pages or thirty-two columns, called *The Common School Gazette*. The first numbers are at hand, and from their appearance and matter it is judged it will be a useful agent in promoting the welfare and best interests of education in Kent.

This county has monthly reports coming in to the Superintendent from most of the towns in the county, a very desirable thing, which must result in securing more earnest, and, of course, more thorough work among the teachers. From the reports of November is noticed that a large per centage of attendance is secured in many places, which range from 89 to 94 per cent.

This county has 198 school districts. 14,072 children are reported by the census, of which number 10,489 attended school last year. The average per centage of attendance was 74. 112 districts reported rate bills. The county has six graded schools. At the sixteen examinations held by the Superintendent, 241 candidates were examined and 218 received certificates —42 first grade, 94 second, and 91 third grade; in all 233 certificates have been granted. Good female teachers are wanted in this county, who will receive from 25 to 45 dollars per month.

CEDAR SPRINGS school has two departments. The first is under control of Miss ANNA LOTHROP, and the second of Mrs. W. H. BICKNELL, both of whom are reported as doing excellent work. There are ninety-one pupils in attendance.

ROCKFORD contemplates building a fine brick school building costing $10,000. The school is now in charge of Mr. P. E. BROWN, who is assisted by Miss LUCY CALKINS in the Intermediate, and Miss EMMA CALKINS in the Primary. The attendance is 150 pupils.

GRAND RAPIDS, West Side.—The Central School building of this part of the city is to be repaired and fitted up with all modern improvements the coming season. Two Ward buildings are to be erected, each costing $8,000. One of these will be built in the spring. These schools promise to be equal to any in the State.

STEWART MONTGOMERY is Principal, and is assisted by Mrs. MONTGOMERY in the High School; Miss MATILDA E. RICE and Mrs. PHEBE J. HOWARD in the Grammar School; Mrs. S. M. DEAN and Misses C. F. MAITIN, SARAH BARKER and JENNIE L. CAMP in the Intermediate; and by Misses EMMA A. HUNTER, FLORA D. MARSH, MARGARET SCOTT, ALICE M. SCOTT, JENNIE M. WALSH and ELLA A. STEBBINS in the Primary. Number of pupils in attendance, 550.

GRANDVILLE.—W. F. KENT, late of Grand Rapids, is Principal of the school of this place. The school, but lately organized, is doing well with an attendance of about 200 pupils. Mr. KENT is assisted by Misses C. J. DE CAMP, C. M. BATEMAN, CARRIE MOSS and JULIA HARRIS.

LOWELL.—The school of this village is under the care of HERBERT B. JOHNSON, Principal, with Misses JENNIE SINCLAIR, BELLE SWEETMAN, JOSEPHINE HUNTER, and NANNIE A. KNAPP, as assistants. The total attendance is about 300 pupils.

SANILAC COUNTY.

Sup't CHAS. NIMS of this county reports 78 districts in his comparatively new county, for the schools of which he has granted seven first grade, thirty-five second grade and fourteen third grade certificates. Not enough teachers are at hand to supply the schools, and hence some of them are closed.

LEXINGTON.—Miss ELLA B. DIXON, a graduate of the State Normal School, and a successful teacher, is still in charge of the schools at this place and is doing good work. Misses ANNIE MCDONALD and MARY SPOONER are the assistants in the school. There are 150 pupils reaping the benefits of the instruction here given. The buildings have been recently repaired and made quite convenient and attractive.

PERSONAL.

The New York *Mail* contains sketches of two eminent citizens of Michigan: "Prof. E. P. EVANS, of Michigan University, who has acquired such high reputation by his noble translation of STAHR'S work on LESSING,

is about to visit Baltimore for the purpose of delivering to the Peabody Institute a course of four lectures upon the buried city of Pompeii. Prof. EVANS, who has personally visited the mysterious city of which he is now to speak, is probably the most learned man in America upon that special topic; and his lectures, which have been just finished, are likely to prove intensely interesting. Prof. EVANS is still a young man, and one of the most accomplished scholars as well as brilliant writers in the country. He is a regular contributor to the *Nation*, the *North American* and the *Atlantic*.

"The Rev. CHARLES H. BRIGHAM, who for many years has been a leading contributor to the *North American*, the *Examiner*, and other leading magazines, lately wrote and preached his *three thousandth* sermon. He was for many years settled near Boston, but was induced, two years ago, to take the important post near the great University of Michigan, which he now fills with such distinguished ability."

Professor MOSES COIT TYLER, of the University of Michigan, is getting up a book to be called *Our London Correspondent*.

Prof. J. P. VROMAN, for some time past Principal of the Mason Union School, has resigned his position to take charge of the High School in East Saginaw. A worthy man for the place.

Sup't W. S. PERRY, of Branch county, has removed to Toledo, to take charge of the High School of that place, at a salary of $1,800. Toledo gains a good scholar and apt teacher.

Mr. P. B. COOK has been appointed Superintendent of Hillsdale county to fill the vacancy occasioned by the resignation of Sup't CHILDS.

Miss MARY WAGNER, late of Niles, goes to Mount Clemens to take the place of Miss NELLIE BUCK, who has resigned her place as teacher in the public school of that place.

Miss ADDIE R. CHANDLER has resigned her position as teacher of the Grammar School at Utica. The vacancy is filled by Miss NELLIE BUCK, late of Mt. Clemens.

Misses CARRIE JONES and MARY VAN VLEET have resigned their positions in the St. Joseph Union School. To fill the vacancies thus made, the services of Misses STEWART, of St. Joseph, and STELLA A. MOREHOUSE, late of Portland Union School, have been secured.

Miss E. J. MCMICHAEL has been put in charge of a new department, in one of the churches at Buchanan, thus relieving the crowded school buildings.

Miss ROSE PHILLIPS is assistant of Mr. IRVING CLENDENEN in the Pokagon School.

Advertising Department.

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Going West.					STATIONS.	Going East.				
Mail.	Express	Express	Express	Mls		Mls	Express	Mail.	Express	Express
8 30 P.M.		8 30 A.M	5 15 AM.	0	ar **Boston** lv	1104	12 00 M.	6 00 A.M		5 00 P.M
		10 05 "	6 45 "	44	Worcester	1060		4 15 "		3 35 "
		12 10 P.M	9 00 "	98	Springfield	1006		1 50 "		1 30 "
8 00 P.M	6 30 P.M	12 00 M.	8 00 "		**New York**	1045	10 30 P.M	6 00 A.M	7 00 A.M	3 15 "
7 15 A.M	12 00 A.M	6 00 P.M	1 15 P.M	200	**Albany**	905	4 40 P.M	9 20 P.M	1 40 "	9 40 a.m
		5 50 P.M	1 00 "		**Troy**		4 50 "	9 30 "		9 50 "
8 10 "	12 45 A.M	6 45 "	2 00 "	217	Schenectady	887	4 00 "	8 40 "	1 00 A.M	9 00 "
11 40 "	4 22 "	11 03 "	5 20 "	309	Rome	794	12 30 "	4 50 "	9 30 P.M	5 25 "
1 30 P.M	6 00 "	12 35 A M	6 35 "	348	Syracuse	756	11 10 a.m	3 30 "	8 10 "	4 15 "
4 40 "	9 45 "	3 40 "	9 35 "	429	Rochester	675	8 25 "	12 40 "	4 50 "	1 35 "
7 30 "	12 25 P.M	6 20 "	12 00 M.		**Buffalo**	622	5 45 A.M	10 00 A.M	2 20 "	11 20 P.M
	1 00 P.M	6 40 A.M	12 20 "		ar **N Falls** lv				1 25 P.M	10 05 "
7 50 "	1 10 "	7 00 "	12 20 "	506	lv **Sus Brar**	598	4 15 "	8 20 "	12 55 "	9 25 "
8 22 "	1 35 "	7 25 "	12 45 "	517	St. Cath'ines	587	3 40 "	7 50 "	12 25 "	8 55 "
9 50 "	2 50 "	9 00 "	2 20 "	549	**Hamilton**	555	2 30 "	6 40 "	11 20 A.M	7 30 "
		10 12 "		568	Harrisburg	536			10 20 "	6 20 "
11 05 "	4 00 "	10 43 "	3 35 "	578	Paris	526	1 10 "	5 15 "	10 00 "	5 55 "
1 05 A.M	6 00 "	12 50 P.M	5 25 "	625	London	479	11 30 P.M	3 30 "	8 15 "	3 50 "
2 40 "	7 35 "	2 20 "	6 50 "	667	Bothwell	437	9 50 "	1 47 "	6 25 "	1 55 "
3 30 "	8 25 "	3 15 "	7 45 "	690	Chatham	415	9 00 "	1 00 "	5 35 "	1 03 "
5 20 "	10 10 "	5 00 "	9 30 "	735	ar **Win'r** lv	369	7 20 "	11 30 P.M	4 00 "	11 20 a.m
	1 30 P.M	7 30 A.M	12 30 A.M	0	lv **Tor'to** ar	597	5 50 A.M		12 45 P.M	9 00 P.M
	5 30 "	12 00 M.	4 45 "	88	Stratford	512	2 30 "		8 45 A.M	5 00 "
	8 45 "	3 05 P.M	7 50 "	168	Sarnia	432	11 30 P.M		5 30 "	1 00 "
	11 00 "	5 50 "	10 10 "	228	ar Det.J'n lv	372	8 25 "		2 20 "	9 25 a.m
7 10 A.M	10 30 P.M	5 35 P.M	11 00 A.M	735	lv **D'troit** ar	369	6 10 P.M	5 45 P.M	2 45 A.M	10 00 "
7 25 "	10 45 "	5 50 "		738	G'd T. June,	366	5 50 "	5 30 "	2 30 "	9 50 "
7 45 "				745	Dearborn	359		5 15 "		
8 10 "		6 30 "		753	Wayne	351		4 50 "		9 20 "
8 30 "				760	Denton's	344		4 30 "		
8 45 "	11 50 "	7 00 "	12 15 P.M	765	Ypsilanti	339	4 55 "	4 20 "	1 43 "	8 53 "
9 10 "	12 10 A.M	7 25 "	12 37 "	773	**Ann Arbor**	331	4 35 "	3 55 "	1 23 "	8 25 "
9 40 "		7 50 "	12 58 "	782	Dexter	322		3 20 "		7 57 "
10 00 "	12 50 "	8 10 "		790	Chelsea	314		3 00 "		7 40 "
10 30 "		8 40 "		801	Grass Lake	303		2 42 "		7 15 "
11 00 "	1 50 "	9 10 "	2 00 "	811	**Jackson**	293	3 10 "	2 00 "	12 10 A.M	6 50 "
			5 45 "		ar **Laus'g** lv		11 23 A.M			
11 35 "	2 15 "	9 37 P.M		822	Parma	282		1 30 P.M	11 45 "	6 20 "
12 05 P.M	2 40 "	10 00 "	2 42 "	831	Albion	273	2 20 P.M	1 05 "	11 30 "	5 55 "
12 55 "	3 10 "	10 30 "	3 15 "	843	**Marshall**	261	1 55 "	12 35 "	11 07 "	5 25 "
1 17 "		10 50 "		850	White's	254		12 57 "		
1 35 "	3 40 "	11 15 "	3 43 "	856	Battle Creek	248	1 05 "	11 45 "	10 38 "	4 50 "
2 10 "	4 15 "	11 55 "		870	Galesburg	234		11 08 "		4 15 "
2 35 "	4 40 "	12 20 A.M	4 30 "	879	Kalamazoo.	225	12 18 "	10 45 "	9 50 "	3 50 "
2 50 "	4 55 "			885	Ostemo	219		10 25 "		
3 07 "	5 10 "			891	Mattawan	213		10 10 "	9 20 "	
3 20 "	5 20 "	1 00 "		895	Lawton	209		10 00 "	9 10 "	
3 40 "	5 40 "	1 25 "		903	Decatur	201		9 40 "	8 50 "	
4 10 "	6 08 "	1 55 "		914	Dowagiac	190		9 12 "	8 22 "	2 25 "
4 45 "	6 55 "	2 35 "	6 25 "	927	Niles	177	10 30 A.M	8 42 "	7 33 "	1 50 "
5 03 "	7 12 "			933	Buchanan	171		8 22 "	7 20 "	1 20 "
5 13 "	7 23 "			937	Dayton	167		8 10 "		1 10 "
5 33 "	7 43 "			944	Avery's	160		7 52 "		12 48 "
5 38 "	7 48 "			946	Three Oaks	158		7 47 "		12 43 "
5 55 "	8 05 "			954	New Buffalo	150		7 25 "	6 41 "	12 25 "
6 23 "	8 33 "	4 05 "	7 52 "	964	**Mich. City**	140	9 10 "	6 45 "	6 23 "	12 00 "
6 55 "	9 07 "			976	Porter	128		6 15 "		
7 18 "	9 27 "	5 00 "	8 37 "	984	**Lake**	120	8 23 "	5 57 "	5 40 "	11 10 P.M
	4 25 P.M	9 25 A.M		1029	ar **Joliet** lv				2 30 a.m	8 00 a.m
7 47 "	9 55 A.M			996	Gibson's	108		5 30 "	5 13a.m	
8 10 "	10 20 "	5 30 "	9 20 "	1005	Calumet	99	7 40 "	5 10 "	4 55 "	10 20 P.M
8 50 P.M	11 00 "	6 30 "	10 00 P.M	1019	ar **Chi'go** lv	85	7 00 A.M	4 30a.m	4 15p.m	9 40 "
		1 25 P.M	1 25 P.M	1104	ar **M'kee** lv	0				

MICHIGAN TEACHER.

VOLUME THIRD—1868.

The Editors of the MICHIGAN TEACHER desire to call attention to the following

PROSPECTUS FOR 1868.

The following persons have been engaged to write for the Third Volume:

JOHN M. GREGORY, LL. D., *President Illinois Industrial University.*
MOSES COIT TYLER, M. A., *Professor of Rhetoric in Michigan University.*
PROF. H. L. WAYLAND, A. M., *of Kalamazoo College.*
H. A. MORRISON, A. M., *President of Olivet College.*
T. C. ABBOT, A. M., *President Michigan Agricultural College.*
PROF. E. A. STRONG, *Supt. Grand Rapids Public Schools.*
HON. WM. WINES, *Principal Chelsea Union School.*
PROF. J. RUSSELL WEBB, *Author "Word Method."*
C. F. R. BELLOWS, *Professor of Mathematics in State Normal School.*
MISS RUTH HOPPIN, *Preceptress of Normal School.*
MISS S. C. STERLING, *from Oswego Training School.*

The Editors, as heretofore, will contribute articles for each number.

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